

Quinton Township School District
Spanish
Pre-K

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	General Conversation	Pacing:	5 weeks
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Unit Summary: Students will learn some general conversation skills including greetings and leave taking, introducing themselves, asking how someone feels and saying how they feel.

Objectives:

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively.
- SW learn to introduce themselves by saying, “Me llamo...” so that they could introduce themselves to someone that does not speak English.
- SW learn to say “hola” and “adiós” so that they can speak to those who do not speak English well.
- SW learn to respond to the question, “¿Cómo estás?” so they can tell a friend how they are feeling.
- SW learn to change their facial expression based on the emotion they hear so they can show understanding of how a friend feels.
- SW learn to put a picture into the correct category (asi asi, muy bien, muy mal)

Essential Questions:

- How do I communicate using everyday language in Spanish?

- How do I share and discover information about myself and others in Spanish?

Common Core State Standards/Learning Targets:

WL.PK.7.1, WL.PK.7.1.1, WL.PK.7.1.2, WL.PK.7.1.3, WL.PK.7.1.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

ELA.SL.PK.1.a - Follow-agreed upon rules for discussions during group interactions.

ELA.SL.PK.1.b - Continue a conversation through several back and forth exchanges.

ELA.PK.SL.PK.3 - [Standard] - Ask and answer questions to seek help, get information, or follow directions.

ELA.PK.SL.PK.6 - [Standard] - With guidance and support, speak audibly and express thoughts, feelings, and ideas.

SED.PK.0.3.1 - [Indicator] - Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

SED.PK.0.5.4 - [Indicator] - Take turns.

TECH.PK.8.2.5 - [Indicator] - Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

Global Awareness

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> • Practice greetings and leave taking by saying, "Buenos días" and "Adios". • Sing the song, "Hola Means 	<p>Teacher made resources</p>	<ul style="list-style-type: none"> • Teacher made materials • Puppet • Character 	<ul style="list-style-type: none"> • Smart Board Applications

<p>Hello”.</p> <ul style="list-style-type: none"> ● Introduce themselves by saying, “Me llamo...”. ● TPR (Total Physical Response) changing the facial expression to match the feeling (muy bien, muy mal, así, así) ● Sort pictures according to the feeling (muy bien, muy mal, así, así) 		<p>pictures</p> <ul style="list-style-type: none"> ● Categories (muy bien, muy mal, así, así) and pictures for Smart Board 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Greetings and leave taking ● Introductions ● Stating how one is feeling 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See the office for benchmark.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to greet the teacher and take leave.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

<ul style="list-style-type: none"> • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Marking Period:	1	Unit Title:	Numbers 1-6	Pacing:	4 weeks
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Unit Summary: Students will learn to identify numbers 1-6 in Spanish.

Objectives:

- SW learn to count to 6 in Spanish so that they can count the items in their classroom.
- SW learn to sing, “Uno, Dos, Tres Amigos”.
- SW learn to count to 6 so they can count the number of each item in “La Canasta Mágica” and categorize the items into groups.

- SW learn numbers 1-6 so they can throw the beanbag onto the paper with the correct number of dots.

Essential Questions:

- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

WL.PK.7.1, WL.PK.7.1.1, WL.PK.7.1.2, WL.PK.7.1.3, WL.PK.7.1.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

ELA.SL.PK.1.a - Follow-agreed upon rules for discussions during group interactions.

ELA.SL.PK.1.b - Continue a conversation through several back and forth exchanges.

ELA.PK.SL.PK.3 - [Standard] - Ask and answer questions to seek help, get information, or follow directions.

ELA.PK.SL.PK.6 - [Standard] - With guidance and support, speak audibly and express thoughts, feelings, and ideas.

SED.PK.0.5.4 - [Indicator] - Take turns.

MA.PK.4.1.4 - [Indicator] - Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

MA.PK.4.1.4.a - Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

TECH.PK.8.2.5 - [Indicator] - Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

Global Awareness

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Sing song: “Uno, dos, tres amigos”. ● Count 6 objects ● Bean bag toss game ● Pull objects from Canasta Mágica, sort and count them. ● Coloring pumpkins worksheet 	<p>Teacher made resources</p> <ul style="list-style-type: none"> ● Pumpkin Coloring worksheet 	<ul style="list-style-type: none"> ● Teacher made materials ● Bean bag toss game ● Canasta Mágica and objects ● Activity pack or ipad app (Aprender a Contar en Espanol) 	<ul style="list-style-type: none"> ● Smart Board Applications

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Student participation in singing song ● Student participation in counting objects 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See the office for benchmark.</p>

Suggested skills to be assessed:

- Ability to count 6 pumpkins in Spanish.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

<p>assessments.</p> <ul style="list-style-type: none"> • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Marking Period:	2	Unit Title:	Colors	Pacing:	9 weeks
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Unit Summary: Students will learn to identify colors in Spanish so they can describe the world around them.

Objectives:

- SW learn to identify things in the room that are the same color as a given item.
- SW learn to describe the color of a chip pulled from “La Canasta Mágica”.
- SW learn the colors “morado, anaranjado” so that they can choose the correct circle to jump on when they see a color or place a body part on the correct circle (“Twister”).
- SW learn to state what color circle they are standing on, “morado, anaranjado”.
- SW learn to hold up the bear that is the named color.
- SW learn to find things that are a given color in a game of “Yo veo”.
- SW learn to state their preference by describing the color of the sombrero they would like.
- SW learn to color their sombrero the same color as the one they have in their hand, to make matching sombreros
- SW learn to play a memory game in which they must remember as many items that are “blanco” as possible and describe them as “blanco”.
- SW learn to match cards with identical pink pictures on either side of a card that was cut jaggedly and highlighted down the middle.
- SW learn colors “rojo, azul, amarillo, morado, anaranjado, verde, blanco, rosa/rosado” in Spanish so they can identify the colors of things all around them.
- SW learn the traditions of “Las Posadas” and identify the colors in the picture that goes along with the story.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

Common Core State Standards/Learning Targets:

WL.PK.7.1, WL.PK.7.1.1, WL.PK.7.1.2, WL.PK.7.1.3, WL.PK.7.1.4

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Interdisciplinary Connections/Including 21st Century Themes and Skills:
ELA.SL.PK.1.a - Follow-agreed upon rules for discussions during group interactions.
ELA.SL.PK.1.b - Continue a conversation through several back and forth exchanges.
ELA.PK.SL.PK.3 - [Standard] - Ask and answer questions to seek help, get information, or follow directions.
ELA.PK.SL.PK.6 - [Standard] - With guidance and support, speak audibly and express thoughts, feelings, and ideas.
SED.PK.0.5.4 - [Indicator] - Take turns.

TECH.PK.8.2.5 - [Indicator] - Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

Global Awareness

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Describe a chip pulled from “La canasta mágica” ● Play Twister type game ● Play, “Yo veo”. ● Hold up the correct color bear ● Express preference in color of a sombrero ● Play a memory game with white objects ● Match up pink cards/puzzle 	<p>Teacher made resources</p> <ul style="list-style-type: none"> ● Sombrero coloring worksheet ● Colored objects for Benchmark 	<ul style="list-style-type: none"> ● Teacher made materials ● Canasta Mágica and colored chips ● Colored bears ● Orange and purple circles ● Sombreros ● White items 	<ul style="list-style-type: none"> ● Smart Board Applications

<p>pieces</p> <ul style="list-style-type: none"> • Read a story, “Las Posadas” 		<ul style="list-style-type: none"> • Pink picture matching/puzzle cards • Book: <u>Cuadros de familia</u> • Activity pack or ipad app 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Student participation in games and activities 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See the office for benchmark.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> • Ability to identify colors in Spanish.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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daily routine.			
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Marking Period:	2/3	Unit Title:	Shapes	Pacing:	5 weeks
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Unit Summary: Students will learn to identify shapes in Spanish so they can describe the world around them.

Objectives:

- SW learn to hold up the appropriate shape, “círculo, triángulo” according to what they hear so that they could identify a shape if they were in a Spanish speaking country.
- SW learn to find each shape somewhere in the room
- SW learn to point to the shapes, “cuadrado, estrella, círculo, triángulo”.
- SW learn to rub a piece of paper with a crayon to find a “hidden shape”.
- SW learn to identify shapes, “estrella, luna, sol” so they can talk about the things in the sky.
- SW learn to listen to the given shape and move next to it in the room.

- SW learn to roll the die and place the correct number of “rayas en el sol”.

Essential Questions:

- How do I communicate using everyday language in Spanish?

Common Core State Standards/Learning Targets:

WL.PK.7.1, WL.PK.7.1.1, WL.PK.7.1.2, WL.PK.7.1.3, WL.PK.7.1.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

ELA.SL.PK.1.a - Follow-agreed upon rules for discussions during group interactions.

ELA.SL.PK.1.b - Continue a conversation through several back and forth exchanges.

ELA.PK.SL.PK.3 - [Standard] - Ask and answer questions to seek help, get information, or follow directions.

ELA.PK.SL.PK.6 - [Standard] - With guidance and support, speak audibly and express thoughts, feelings, and ideas.

SED.PK.0.5.4 - [Indicator] - Take turns.

TECH.PK.8.2.5 - [Indicator] - Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

Global Awareness

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> • Students hold up the correct 	<p>Teacher made resource</p>	<ul style="list-style-type: none"> • Teacher made 	<ul style="list-style-type: none"> • Smart Board

<p>shape according to what they hear.</p> <ul style="list-style-type: none"> ● Students will point to the correct shape. ● SW find a hidden shape by rubbing a piece of paper. ● SW respond when asked what a shape is. ● SW talk about what a rocketship and space would be like. ● Create a sun by placing rays onto it according to the number rolled. 		<p>materials</p> <ul style="list-style-type: none"> ● Teacher made shapes ● Teacher made rubbing papers ● crayons ● Paper “sol, rayas” and dice ● Cohete puzzle 	<p>Applications</p>
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Student participation finding shapes ● Oral response to the correct shape ● Holding up the correct shape 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Oral response</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to identify shapes in Spanish.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

<p>and utilize teachable moments.</p> <ul style="list-style-type: none"> • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Marking Period:	3	Unit Title:	Animals	Pacing:	6 weeks
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Unit Summary: Students will learn to identify animals in Spanish so they can describe the world around them.

Objectives:

- SW learn “perro, grande, pequeno” to read the book, Perro Grande, Perro Pequeno.
- SW learn to describe animals that they would see on a farm, “gato, caballo, vaca”.

- SW learn to sing song, “Vengan a Ver Mi Rancho” so they can learn the sounds the animals make.
- SW learn to categorize animals into groups, “grande, pequeno”.
- SW learn to identify, “la casa”, “el lobo”, “el cerdo/cerdito”.
- SW learn that houses in different places look different, but serve the same purpose, to shelter or protect us.
- SW learn to read Los Tres Cerditos.

Essential Questions:

- How do I describe everyday people objects and concepts in Spanish?
- How does my culture compare to that of the target culture?

Common Core State Standards/Learning Targets:

WL.PK.7.1, WL.PK.7.1.1, WL.PK.7.1.2, WL.PK.7.1.3, WL.PK.7.1.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

ELA.SL.PK.1.a - Follow-agreed upon rules for discussions during group interactions.

ELA.SL.PK.1.b - Continue a conversation through several back and forth exchanges.

ELA.PK.SL.PK.3 - [Standard] - Ask and answer questions to seek help, get information, or follow directions.

ELA.PK.SL.PK.6 - [Standard] - With guidance and support, speak audibly and express thoughts, feelings, and ideas.

SED.PK.0.5.4 - [Indicator] - Take turns.

TECH.PK.8.2.5 - [Indicator] - Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

Global Awareness

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● SW read the book, <u>Perro Grande, Perro Pequeno</u>. ● Think Pair Share animals they would see on a farm ● Sing “Vengan a ver mi rancho” and learn the animal sounds in Spanish. ● Categorize animals into groups, “grande/pequeño”. ● Discuss and read the story of <u>Los tres cerditos</u>. ● TPR (Total Physical Response) 	<p>Teacher made resource</p> <ul style="list-style-type: none"> ● Tres Cerditos Coloring page 	<ul style="list-style-type: none"> ● Teacher made materials ● <u>Perro Grande, Perro Pequeno</u> ● Animal figures ● Animal pictures (grande/pequeño) ● House pictures ● Book: <u>Los Tres Cerditos</u> 	<ul style="list-style-type: none"> ● Smart Board Applications ● Tres Cerditos online story

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Teacher observation during story time. 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p>

<ul style="list-style-type: none"> ● Think Pair Share ● Participation in singing song ● Categorization of animals ● Oral response in naming animals ● TPR (Total Physical Response) 	<ul style="list-style-type: none"> ● Teacher observation of TPR (Total Physical Response) in identifying animals. <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to identify animals in Spanish.
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize a variety of formative 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Hold high expectations ● Learn/Utilize/Display some words in the students' native language ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's

<p>assessments to drive next point of instruction/differentiated instructional practices..</p> <ul style="list-style-type: none">• Create modified assessments.• Provide individualized assistance as necessary.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			<p>relationships with people, societal institutions, nature and culture.</p>
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Marking Period:	4	Unit Title:	Celebraciones/Cinco de Mayo	Pacing:	7 weeks
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Unit Summary: Students will learn about the traditions and celebrations in Spanish speaking countries, in particular, Cinco de Mayo.

Objectives:

- SW learn the traditions of Cinco de Mayo
- SW learn the importance of the Mexican and American flags.
- SW learn that there are “festivales” celebrated all over the world.
 - SW learn to locate Pamplona, Spain.
 - SW learn that some traditions are similar to ours and some are different.

Essential Questions:

- How do I describe everyday people objects and concepts in Spanish?

Common Core State Standards/Learning Targets:

WL.PK.7.1, WL.PK.7.1.1, WL.PK.7.1.2, WL.PK.7.1.3, WL.PK.7.1.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

ELA.SL.PK.1.a - Follow-agreed upon rules for discussions during group interactions.

ELA.SL.PK.1.b - Continue a conversation through several back and forth exchanges.

ELA.PK.SL.PK.3 - [Standard] - Ask and answer questions to seek help, get information, or follow directions.

ELA.PK.SL.PK.6 - [Standard] - With guidance and support, speak audibly and express thoughts, feelings, and ideas.

SED.PK.0.5.4 - [Indicator] - Take turns.

TECH.PK.8.2.5 - [Indicator] - Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

TECH.PK.8.5.1 - [Indicator] - Use the Internet to explore and investigate questions with a teacher's support.

Global Awareness

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none">● SW read the book, <u>Marco's Cinco de Mayo</u>.● Learn importance of Mexican and American flags● Learn about "festivales" celebrated around the world● Locate Pamplona Spain on a map● Compare our celebrations with those in other countries● View clips of celebrations celebrated in Spain.	<p>Teacher made resource</p> <ul style="list-style-type: none">● http://www.sanfermin.com/index.php/en/la-fiesta/comparsa● http://www.spanish-fiestas.com/festivals/san-fermin/	<ul style="list-style-type: none">● Teacher made materials● <u>Marco's Cinco de Mayo (Cloverleaf Books-Holidays and Special Days)</u>● Colored paper, glue for flags● https://www.youtube.com/watch	<ul style="list-style-type: none">● Smart Board Applications● Videos

		<p>h?t=469&v=wo-YnoYsaVM (only the beginning-edited 2:10)</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=87rdvT6-W0Q • https://www.youtube.com/watch?v=HbCIrj3LHsU • https://www.youtube.com/watch?v=qLMWjoxT5yw • 	
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Formative Assessment Plan	Summative Assessment Plan
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

- **Teacher observation during story time.**
- **Think Pair Share**
- **Oral response**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- Oral response

Suggested skills to be assessed:

- Ability to name a celebration in another country and how it is different from celebrations in the United States.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Hold high expectations ● Learn/Utilize/Display some words in the students' native language ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized

<p>components</p> <ul style="list-style-type: none">• Provide step by step instructions• Model and use visuals as often as possible• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices..• Create modified assessments.• Provide individualized assistance as necessary.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.	<ul style="list-style-type: none">• Review Special Education listing for additional recommendations• Establish a consistent and daily routine		<p>resources.</p> <ul style="list-style-type: none">• Promote self-initiated and self-directed learning and growth.• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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